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ABSTRACT

This booklet was written for parents of children in the Follow Through Program. It provides useful tips on money management, home-school relationship, and health and nutrition. The section on money management discusses food stamps, social security, insurance, buying on credit and installment, budgeting hints, and shopping hints. The section on home-school partnership provides information on what parents can do to assist their children in school and discusses home activities for school support. It discusses parents rights and responsibilities with regard to the school as well as the school's responsibility to the parent. The section on health and nutrition deals with issues such as safe bicycling, a clean house, home first aid helps, food requirements and menu planning, dental health, country health services, and food recipes. (Author/AM)

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POINTERS FOR PARENTS

1974

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Pointers for Parents has been compiled through the cooperative efforts of the Florida Department of Education and the parents and staff of the four FOLLOW THROUGH programs in Florida.

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INTRODUCTION

WHAT IS FOLLOW THROUGH?

FOLLOW THROUGH is a federally funded comprehensive program for low-income children and their families. FOLLOW THROUGH programs are administered by local school boards. The program provides a unique classroom approach, the services of social workers and/or psychologists, additional help in meeting nutritional needs, the services of doctors and dentists, career development opportunities for parents and staff, and opportunities for active parent involvement through the PAC--Policy Advisory Committee. FOLLOW THROUGH has made this booklet possible.

This booklet is for YOU, the parent. You and the home you provide are critical to your child's development and to his education. Helping you to make the most of your resources is the purpose of this booklet. As you look through it, you will find many things you already know. Maybe you will find some new things or some different ideas that YOU will want to try to use. The ideas in this booklet and much of the information in it came from other parents just like you.

AND SO THIS BOOKLET IS DEDICATED TO YOU, THE PARENT, IN THE HOPE THAT IT MAY HELP YOU MAKE LIFE A LITTLE BETTER FOR YOU AND YOUR FAMILY.

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MONEY MANAGEMENT

FOOD STAMPS TO HELP YOU S-T-R-E-T-C-H YOUR FOOD DOLLARS

The Food Stamp Program enables low-income households to buy more food of greater variety to improve their diets. Participants pay a small sum of money--the amount based on family size and net monthly income--and receive a larger value of food stamps, which can be spent like money in participating food stores.

Major changes were made in the Food Stamp Program by the 1971 amendments (Public Law 91-671) to the Food Stamp Act of 1964.

To qualify for food stamp benefits, households must meet certain nationwide eligibility standards such as income and work registration. With one exception, food stamp households must be able to prepare meals. The following questions and answers are about eligibiiity:

WHO IS ELIGIBLE FOR FOOD STAMPS?

Single and family households, to be eligible for food stamps, must:

...Meet national standards for income and resources or have all household members receiving public assistance.

...Be made up of a group of persons, excluding roomers, boarders and live-in attendants, who are living as one economic unit.

...Cook their own food at home, except for disabled elderly who qualify for a delivered meals program.

...Make certain that able-bodied household members over 18 register for employment.

HOW SHOULD THE HOUSEHOLD APPLY FOR FOOD STAMPS?

The head of the family contacts the local office of the welfare department; he completes an application form and is interviewed by a representative of the welfare department. He should have papers to show: where he lives; how many are in the family; how much income they have; how much they are paying for rent, medical bills, child care, education, and other expenses.

This is a list of receipts or other papers which must have been paid within the past 30 days to take to your local welfare office when applying for food stamps. Taking the following information with you will save you time and a trip home to get it.

SHELTER COSTS (the most recent receipt)

1. Rent receipt or mortgage payment receipt. If you live rent free, a signed, dated note from your landlord showing your address.
2. Electric bill if you pay for electricity.
3. Water bill if you pay for water.
4. Gas bill if you pay for gas.
5. Sewer bill if you pay for sewage.
6. Garbage bill if you pay for garbage removal.
7. Telephone bill if you have a telephone.
8. Fire insurance if you pay for fire insurance on your home.
9. Tax bill if you own your home.

MEDICAL COSTS

1. Doctor bills showing how much you have paid and how often you pay.
2. Hospital bills showing how much you have paid and how often you pay.
3. Prescription medicine receipts for prescriptions you have to take regularly.
4. Hospital insurance premium receipts or bill.
5. Medicare card if you are 65 and if you have one.
6. Any other medically related expenses.

CHILD CARE

Signed letter from person caring for child or children stating how much you pay and how often you pay.

TUITION

1. Tuition bill for children in non-public schools and/or nursery schools.
2. Tuition bill for persons attending a junior college or college.
3. Registration card showing number of courses enrolled in for junior college or college.
4. Receipts for books and other supplies for junior college or college.

INCOME

1. Monthly pay check, pay stubs or letter from employer of how much you earn, and deductions FOR EVERYONE WHO WORKS IN YOUR HOUSE.
2. Social Security check, or letter from Social Security, if you get a check, or certificate of award, if recent.
3. Veteran's Benefit check, or recent certificate of award, if you get one.

4. Any other income verified, including last income tax return, if self-employed.
5. If you are unable to work, due to illness, a medical statement from your doctor.
6. If you have no income, a letter from those who are giving you or lending you money on which to survive.
7. Divorce or separation agreement, if you are receiving child support.
8. Your Social Security card.

UNUSUAL EXPENSES (EXAMPLES)

1. If you are making repairs or replacing items due to an "act of God" or vandalism, a statement showing payments, and something showing this event occurred.
2. If you are paying someone's funeral expenses, a statement showing how much you have paid, and how often you pay.

RESOURCES

1. Bank and/or savings account passbook, if you have one.
2. A bank statment showing how much is in your checking account, if you have one.
3. If you have stocks or bonds a statement showing current value.
4. If you own property, other than your home, a statement showing its value. If you rent this property, a statement showing how much you receive, and showing expenses involved to yourself.
5. If you own a boat, truck, car or plane, a statement showing how much it is worth and how much you are paying on it (if you are paying anything.)

FOR FULL AND COMPLETE INFORMATION, CONTACT YOUR LOCAL FOOD STAMP CERTIFICATION OR WELFARE OFFICE

Food Stamp information is also available in a set of booklets called The Food Stamp Facts. You may ask for copies at your local welfare office. The set includes the following booklets:

ELIGIBILITY REQUIREMENTS
PURCHASE REQUIREMENTS
DISASTER SITUATIONS
HOUSEHOLD INCOME DEDUCTIONS
WORK REGISTRATION
MEALS-ON-WHEELS
FAIR HEARINGS
RECIPIENT RESPONSIBILITY

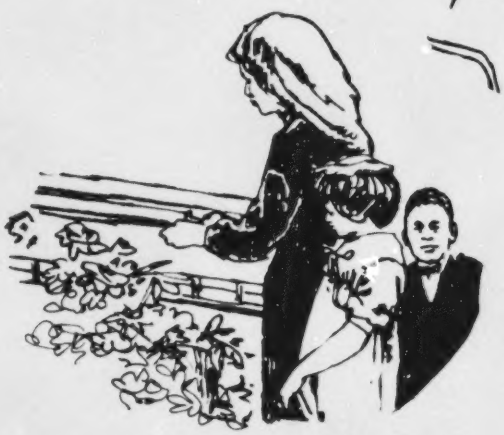
Do You Know That . . .

THERE ARE
FIVE TIMES YOU SHOULD
GET IN TOUCH WITH YOUR
SOCIAL SECURITY
OFFICE?

THE FIVE TIMES FOR ACTION...

1. WHEN YOU GET YOUR FIRST JOB

Because you need a social security card to get proper social security credit for your earnings



2. AFTER A DEATH IN YOUR FAMILY

To learn if survivors insurance benefits are payable

3. WHEN SOMEBODY IN YOUR FAMILY IS DISABLED

To find out if he's eligible for disability insurance

4. WHEN YOU REACH RETIREMENT AGE

65 for full cash benefits and Medicare;
62 for reduced benefits (60 for widows).
You should sign up for Medicare 2 or 3 months before you reach 65.

5. WHENEVER YOU HAVE A QUESTION ABOUT YOUR SOCIAL SECURITY

YOUR SOCIAL SECURITY

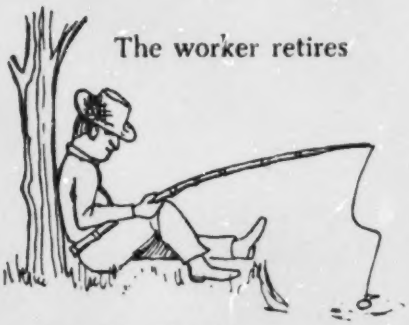
Social Security is pooled into a special trust fund for you during your working years.

This money is paid into the money pool by:

1. Employees (you)
2. Employer (The agency or company or person(s) you work for)
3. Self Employed (People who work for themselves)

When earnings stop or are reduced because.....

The worker retires



Dies

or becomes disabled

Monthly checks are paid to replace part of the salary the family has lost.

YOUR SOCIAL SECURITY

Monthly Cash Benefits

Before you get monthly cash benefits, you must first have credit for money paid into the Social Security trust fund. . . . . after 1936.

You may be FULLY INSURED or CURRENTLY INSURED. Your local Social Security will help you if you have questions.

AMOUNTS OF MONTHLY PAYMENTS are based on the amount of your average earnings.

AN APPLICATION IS NECESSARY in order to begin receiving monthly payments.

TYPES OF CASH BENEFITS

RETIREMENT

SURVIVORS

DISABILITY

THE SOCIAL SECURITY CREDIT YOU EARN TODAY CAN MEAN CASH BENEFITS FOR YOU LATER

HERE IS WHAT SOCIAL SECURITY MEANS TO YOU

YOUR CASH WAGES COUNT FOR SOCIAL SECURITY

Getting social security credit for all your earnings is important to you. When you have enough credit for work under social security, you can get monthly payments:

- When you retire at 62.
- If you become disabled.

When you get payments, some members of your family may also get payments:

- Your wife or dependent husband.
- Your young children.

If you should die, then payments can go to:

- Your widow or dependent widower.
- Your young children.
- Your dependent parents.

When you are 65, Medicare will help pay your hospital bills and you can get doctor-bill protection, too.

Make sure your employer deducts your social security contributions from your pay for his reports to the Internal Revenue Service.

For more information about social security, go to your social security office. They will answer your questions and help you check every few years to make sure the social security records of your earnings are correct.

KINDS OF WORK COVERED

☐ **American Citizens Working Abroad.** ☐ **Farming.** ☐ **Family Employment.** ☐ **Ministers and Members of Religious Orders.** ☐ **Household Workers.** ☐ **Employees Who Receive Tips.** ☐ **Employees of Non-profit Organizations.** ☐ **Employees of State and Local Governments.** ☐ **Military Service.** ☐ **Farm Employees.** ☐ **Federal Employment.** ☐ **Foreign Exchange Visitors.**

INSURANCE

Insurance may be thought of as a partnership in which a group of people have joined together, with each person contributing to a fund from which payments are made to those who suffer loss. The risk is spread so that everyone pays something but no one suffers an individual financial catastrophe.

An individual enters into a contract with one of the many licensed insurance companies. These companies assume the risks and guarantee payment in the event of loss as agreed upon in the insurance policy. In return the insured pays a sum of money called a premium to the insurance company.

The purpose of insurance is to make sure you are able to meet the extraordinary financial demands that accompany occurances as accidents, serious illness, damage to your home, loss of income, and/or loss of life. An insurance agent can provide you with more detailed information.

THE FOUR BASICS IN INSURANCE

1. Auto Insurance
2. Home Owner's Insurance
3. Life Insurance
4. Hospitalization Insurance

1. AUTO INSURANCE

Florida law requires all automobile owners to have auto liability and physical damage insurance. There are other additional kinds of coverage available. An insurance agent can explain these best.

2. HOME OWNER'S INSURANCE

Most mortgage companies require homeowners who have home mortgages to have simple fire and wind storm damage insurance on their homes. In addition, a homeowner or apartment dweller may purchase personal liability insurance, theft insurance and other specialized kinds of insurance on their place of residence.

3. LIFE INSURANCE

There are two basic types of life insurance. Term life insurance is cheaper but does not accumulate a cash value. The other type is called Whole life insurance. With Whole life insurance the money paid in accumulates at a specified rate and the policy can be "cashed in" for the specified amount.

Many employers obtain special group rates for their employees. Check with your employer to see if you are eligible.

4. HOSPITALIZATION

The purpose of hospitalization insurance is to help the insured pay his medical and hospital bills. Most policies pay varying amounts for different medical problems. Hospitalization is often available through an employer on a group plan. Group rates are considerably cheaper than individual rates.

There is also a fifth type of insurance available called Income Disability insurance. This type of insurance assures a worker that some amount of income will continue should he be hospitalized or unable to work due to specified reasons.

WORDS USED TO DISCUSS LIFE INSURANCE

BENEFICIARY -- the person named in the policy to receive the money when the insured person dies.

CASH VALUE -- is the money you get back if you give up your policy.

MATURITY -- when the face value becomes payable.

FACE VALUE -- the amount of insurance mentioned in the policy.

GRACE PERIOD -- the time you have between the date the premium is due and the date the policy can be canceled for nonpayment.

LOAN VALUE -- the amount you may borrow against your policy. You may borrow against this value and continue a part of the protection at the same time. The loan value is usually the same as the cash value.

POLICY -- the legal contract between you and the insurance company.

PREMIUM -- the regular amount you pay for your insurance.

SETTLEMENT OPTIONS -- different ways that money from a life insurance policy can be paid by the insurance company.

POINTERS
FOR POLICYHOLDERS

1. Make sure you have all the "home" insurance you need to cover your furnishings, appliances and other valuables in your home.

2. Keep handy a record of all belongings. List things in each room and storage place.

3. Make sure you have enough insurance to protect yourself against a serious loss. If not, look into possibility of getting a "homeowner's package policy."

4. Before buying insurance, make sure that you do not already have such coverage.

5. Be sure that you are dealing with a company that pays.

6. Look at cost and coverage of more than one insurance.

7. Be sure to buy insurance that will benefit you most.

8. Read carefully the small print or wording. If you do not understand, ask some person that you can trust to explain. **Know What Your Policy Includes.**

9. Keep insurance policies in a safe place. But let someone know where they are kept.

10. Avoid weekly payments, try monthly for cheaper rates.

11. Keep proof of payments.

12. Know the difference between hospital insurance and sick and accident policies.

13. Make sure that you are not paying more into an insurance than you will ever get out.

COULD YOU AFFORD TO PAY THESE LOSSES?

TYPICAL CASES FROM INSURANCE COMPANY FILES SHOW HOW "HOME AND FAMILY" PERSONAL LIABILITY INSURANCE SAVED POLICYHOLDERS FROM SERIOUS LOSS . . .

Visitor fell down stairs.

Neighbor's child suffered severe burns from trash fire.

Policyholder's son threw stones through windshield of neighbor's car.

Policyholder's shot hit another golfer in head.

Teenage son injured man with bike.

Teenage son blinded friend with BB gun.

Policyholder shot hunting companion.

Visitor fell over protruding flagstone.

Son, examining gun, shot playmate.

BUYING ON CREDIT?

HERE ARE SOME REASONS FOR USING CREDIT:

1. YOU CAN BUY THINGS YOU NEED WHEN YOU DON'T HAVE ENOUGH CASH TO PAY FOR THEM.
2. YOU CAN USE THINGS WHILE YOU PAY FOR THEM.
3. IF YOU STILL OWE MONEY ON SOMETHING THAT NEEDS REPAIRS, THE STORE MAY GIVE YOU BETTER SERIVCE.
4. YOU MAY NEED CREDIT FOR EMERGENCIES LIKE SICKNESS. YOU CAN GET IT EASIER IF YOU HAVE A GOOD CREDIT RATING.

HERE ARE SOME REASONS FOR NOT USING CREDIT:

1. IT COSTS MORE THAN PAYING CASH.
2. YOU MAY BUY THINGS YOU DON'T NEED.
3. YOU MAY BUY MORE THAN YOU CAN PAY FOR.
4. IF YOU CAN'T FINISH PAYING FOR THINGS, YOU LOSE THEM. YOU ALSO LOSE THE MONEY YOU HAVE ALREADY PAID.
5. YOU MIGHT NOT SHOP AROUND TO GET THE BEST BUY.
6. YOU MAY AGREE TO SOMETHING YOU DON'T WANT BECAUSE YOU DON'T KNOW WHAT THE CONTRACT MEANS.

BE WISE

Your Quick Credit Guide

- Your credit comes from banks, credit unions, finance companies, and retail stores. Some charge more than others.
- Shop around to find where the credit rate is the lowest and most convenient.
- Know how much you are paying for the use of credit.
- Decide if having something NOW is worth the added credit cost.
- Make sure your decisions fits into your family's budget and plan.
- Be sure you can meet the payment plus all other monthly payments and have money left for emergencies.

BUYING ON INSTALLMENT?
REMEMBER BEFORE YOU SIGN...

...Read and understand the contract. Don't rush into signing.

...Never sign a contract with spaces left blank.

...Be sure the contract tells:

EXACTLY WHAT YOU ARE BUYING
THE EXACT PURCHASE PRICE, OR AMOUNT BORROWED
INTEREST AND SERVICE CHARGE IN DOLLARS OR SIMPLE ANNUAL RATE
THE TOTAL AMOUNT DUE AND THE AMOUNT OF DOWN PAYMENT
THE AMOUNT DUE PER PAYMENT, NUMBER OF PAYMENTS, AND DATES DUE
YOUR TRADE-IN ALLOWANCES, IF ANY

...Ask what happens if you can't pay? Or wish to pay early?

...Know to whom you make all payments.

...Ask what the seller's commitments for maintenance, service or replacement are.

...Be sure you get a copy of every contract to keep.

BUDGETING HINTS

Budgeting is a way of planning how you will spend your money. A budget helps you know exactly how much money you must spend on bills that must be paid and how much money you will have left for extras or the other things you want. Now and then emergencies will arise that may cause you to foret about your usual budget for a while. Planning an emergency budget can help you through emergency situations with as few problems as possible.

Working out a budget takes a few minutes but the time will be well spent if it helps you manage your money better. The following are some suggested steps for planning a budget and a sample budget plan.

STEP 1

Decide whether your budget should be on a weekly or monthly basis. How often do you get paid? How often are your bills due?

STEP 2

List and add together all regular income amounts - pay checks you can count on.

STEP 3

List and add together all your regular and continually occurring bills - If you are planning a weekly budget, divide your monthly bills by 4; if you are planning a monthly budget, multiply your weekly bills by 4.

STEP 4

Subtract your bills from your income. The amount left (if pay is more than bills) is the amount you can spend as your family decides. If your bills are more than your income, subtract income from bills. The amount of difference is the amount of money you need to make ends meet.

STEP 5

Decide how your family will spend the money left or how they will make up the amount needed to pay the regular bills.

STEP 1

pay - by week; rent - by week; utilities - by month; food - by week; clothing - varies; insurance - by week. transportation - by day; This budget will be planned by the week.

STEP 2

Husband's pay	$ 80.00/week
Wife's pay (varies, but at least)--	20.00/week
TOTAL	$100.00/week

STEP 3

rent	$25.00/week
utilities $20/month divided by 4	5.00/week
food	40.00/week
insurance	2.00/week
transportation	3.00/week
TOTAL	$75.00/week

STEP 4

income	$100.00
bills	75.00
money left	$ 25.00/week

to be spend on clothing, special things, trips, saved for emergencies, fun.

SHOPPING HINTS...

FIVE EASY STEPS BEGIN AND END AT HOME

1. THE THINKING STEP
THINK...

about GOALS for your family

about your NEEDS and WANTS
there's a difference..remember?

about how much MONEY you have
to spend

about other RESOURCES you have
and how they may be used sometimes
instead of MONEY

if you don't have a PLAN for spending,
make one today! This is really the
FIRST step to better shopping.

2. THE DECIDING STEP

DECIDE BEFORE YOU GO TO THE STORE!

What are your needs?

What will you buy?

What will you make?

How much can you spend?

Where will you buy it?

How long will it last?

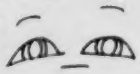
How will it look?

MAKE A SHOPPING LIST

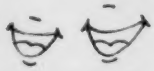
3. THE LEARNING STEP

FIND OUT FOR YOURSELF!

LISTEN

LOOK 

READ

TALK with others 

4. THE CHOOSING STEP

IN THE STORE

LOOK AT YOUR SHOPPING LIST

Compare the quality and price of what you want to buy

Check guarantees

Read the label for contents

Ask questions

Get your money's worth

Avoid impulse buying - buy using your plan

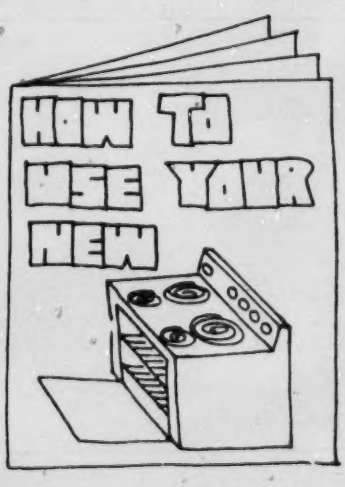
5. THE HOW TO USE IT STEP

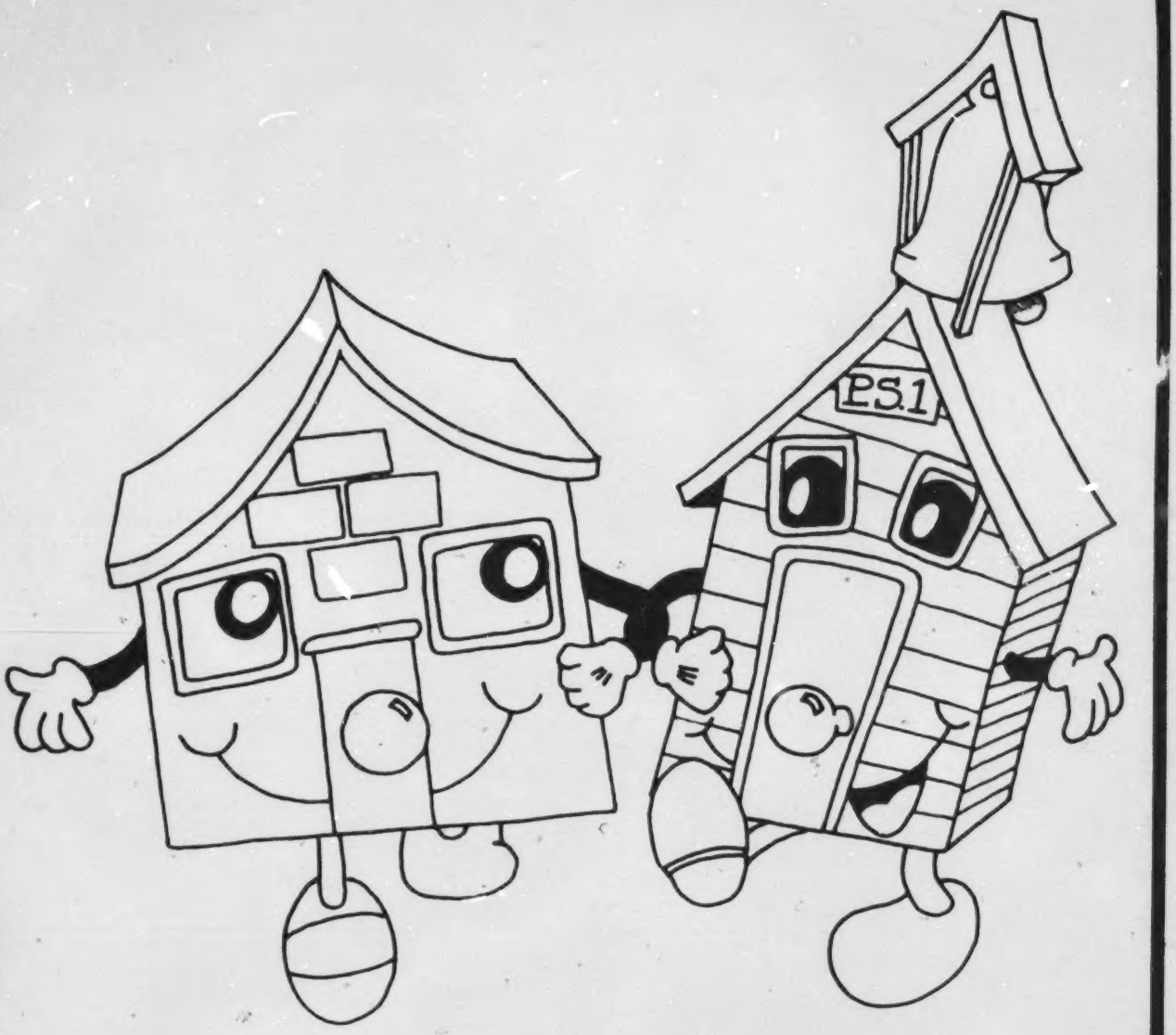
Read, use and care for items as their maker tells you

Keep books, lables and guarantees where you can find and use them

Fill out and send in your guarantee from the maker

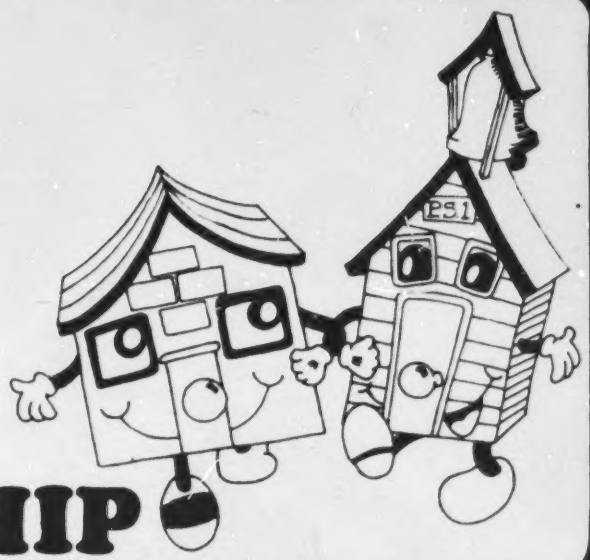
Store and keep items in good repair





THE HOME-SCHOOL PARTNERSHIP

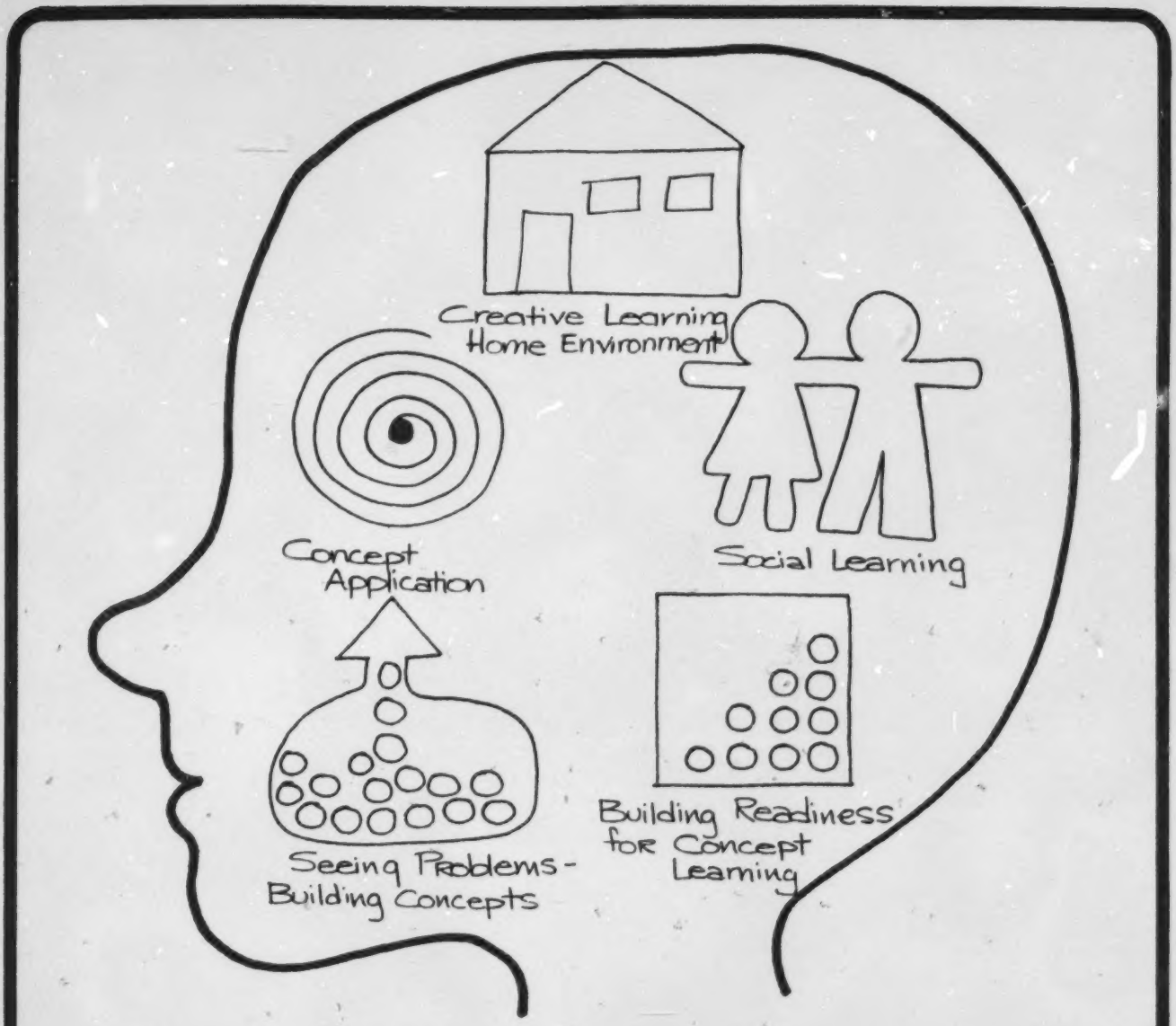
THE HOME-SCHOOL PARTNERSHIP



A good home-school partnership is necessary for a child's success in school.

A child's success in school depends on what "significant others" in his life expect of him. The teacher has been considered the significant other for the child in the school setting, but children learn what they are taught, and parents are a child's first teachers. From parents, children learn their basic values and attitudes including their attitude toward school and the value of classroom tasks such as learning to read.

Whether the child will succeed or fail in school depends largely upon home-related factors as interest in books, family expectations for learning in school, and language understandings needed for school-type learning. Parents must be active partners in the education of children if we want to be sure that each child gets the best education.



PARENTS ARE NEEDED THROUGHOUT A CHILD'S LIFE TO HELP HIM LEARN

WHAT CAN

AT SCHOOL

Parents can set a good example by being learners themselves. When parents read regularly, children are more likely to think reading is important. When parents are eager to learn new things, children are more likely to want to learn new things too.

A parent can communicate to his child that education is important by becoming involved in school-related activities. Parents can enter into their child's school activities by:

Assisting with field trips

Volunteering as library and classroon aides for such tasks as listening to a child or a small group of children read

Volunteering as a classroom aide to write down the stories children create

Volunteering as a classroom aide to help with science experiments or gathering the needed materials for experiments

Assisting the teacher with learning aids such as making picture cards, arithmetic fact sheets, and color cards, or collecting useful materials found in the community

Sharing special skills or talents as bread making, playing a musical instrument, or singing

Observing the child in the classroom

Organizing parents to provide continued classroom assistance

Attending parent-teacher conferences and parent meetings

REMEMBER: ACTIONS SPEAK LOUDER THAN WORDS!!!

PARENTS DO?

IN THE HOME

Parents can encourage and provide learning activities at home that will help to create a home-school climate conducive to a child's total learning and development. The following suggestions are just a few of the things parents can do at home to help.

Read daily to your children, especially your pre-school ones.

Listen to your child read or pretend to read.

Take time to talk WITH your child as opposed to talking TO him.

Talk with your child about "what happened in school today?" or what happened while he was out playing.

Provide a quiet time in the home each day for reading and study free from interruptions by the radio, television, and telephone.

Reinforce activities that originated in school. (Parents can play word games with their children such as asking the child to "Tell me all of the words you know that begin like baby, or like dog," etc. Or, "Tell me a word that rhymes with toy, or cake," etc.).

Take children on weekend outings, holiday trips, and vacations. Then talk with your child about what he saw, the order in which he saw it, and how he felt about what he saw.

Help your child create a story by letting him tell it to you so that you can write it down.

Help your child draw a picture about an experience you have had together. Then talk about the picture together.

THERE ARE MANY OTHER THINGS YOU CAN DO--ASK YOU FRIENDS AND NEIGHBORS TO HELP YOU THINK UP OTHERS.

HOME ACTIVITIES FOR SCHOOL SUPPORT

There are a few ideas to remember when you and your child are working on home activities that support school learnings. The following ideas will help make this time more pleasant for both of you.

1. Let your child talk a lot. Ask questions he can answer and that require more than yes or no answers.

2. Make it a fun time as well as interesting.

3. Make all directions as clear as can be.

4. Let your child try other ways of doing the same activity--let him use his imagination.

5. Materials you have already or can easily make have just as much learning value as many things you can buy.

6. Above all, you and your child should enjoy and feel good about the learning activities time.

Keeping these ideas in mind, look through the following activities and choose the ones you think you and your child would enjoy. Talk it over and let the fun begin! Older brothers and sisters can join in too!

MATH

1. Count objects in the home, seen on trips, or belonging to a particular person, as "We have six straight chairs in our home." Make comparisons between and among things--of the six chairs, four have plastic seats and two have cloth. Are there more chairs with cloth or with plastic seats?

2. Meal preparation is a good time to help your child with measurement and fractions. A measuring cup is fun to play around with and also educational. Ask questions about the quantitites--is there more water in 1/2 cup of water than in one cup? How many halves does it take to make a whole? Timing the cooking or baking of foods involves the ability to tell time and gives parents a chance to help their child develop a sense of time lengths.

3. One-to-one matching is an important math concept. Help your child realize that we put one milk glass for each person, one knife, one spoon, one plate, etc. The same is true of eggs if everybody eats only one egg. You can extend this to addition--if you can eat two eggs, Daddy eats three eggs, brother eats two eggs and I eat one egg, how many eggs will we have to fix? Begin by adding the number of eggs for just two family members and gradually work up to where your child can help you find a total for all family members.

4. Collections of various numbers can be fun to make. Have your child find one of something, say a large thread spool. Then ask for two of something, perhaps bottle caps. These can be assembled into a counting group. If the objects are no longer needed, they could be glued to paper and the numeral and word for each number written on the paper. After your child has finished, he will have an example of the number of objects each number stands for. Use the numbers from one through ten to begin with.

5. The concentration game idea is a good one to use in math and word recognition. Take twenty cards about 2"x2" (for numerals) and write the numerals 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 on them. You should have two cards with 0, two with 1, two with 2.....and two with 9. Twenty cards may be too difficult at first so start with ten cards. Make sure you are using five matching pairs of cards. Turn all ten cards face down so the numeral doesn't show. Arrange the cards in neat rows. Each child asks for two cards to be shown. If they make a match and he can identify the numeral, he takes the pair. If no match is made, the cards are turned back over. The winner is the child with the most pairs. After this version becomes too easy, use all twenty cards. Another variation has a set of numeral cards and a set of matching number words on cards. The child then must match the numeral with the word for that numeral.

READING AND LANGUAGE ARTS

Recognizing common signs

1. While riding the bus, in a car or walking, read signs to your child (One Way, No Parking Any Time, Stop, Ladies, etc.). Talk with your child about what a One Way sign means. Ask about letters and the words as well as comparing these signs with others he knows or sees.

2. Use old cardboard, sheets of paper or what ever you have and write down the words from signs your child has seen. A pencil or crayon will do. Talk about the cards. "Read" them to one another.

WORDS IN OUR WORLD

1. Talk with your child about printed words he sees on billboards, box labels, books and magazines, on the T.V., outside, etc. Take time to read the words and compare them for size, beginning or ending letters, rhymes, or maybe number of letters. Also talk about what the word means.

2. Games using the bingo idea could be made with common printed household words. Several children can play.

EX.

milk	eggs	grits
soap	salt	bleach
bread	butter	corn

This game takes at least two to play--one to call the words and one to cover them with pieces of paper as the words are called. More children can play if you make more cards. Mix up the order of the words on the cards.

ORAL COMMUNICATION

Talk with your child about the time of day. You can do this while preparing meals, setting the table, getting ready for bed or whenever.

PARENT: We eat breakfast in the _____.
CHILD: morning

PARENT: We set the table for dinner in the _____.
CHILD: evening

PARENT: You went to school before you ate _____.
CHILD: lunch (dinner, or other answers)

PARENT: The first thing you did this morning was to _____.
CHILD (any appropriate answer)

PARENT: What did you do next?
CHILD: (Whatever happened next.)

Other topics to discuss:

1. The order of the favorite T.V. shows

2. The order in which family members come home in the evening; leave in the morning; get up; have birthdays; etc.

3. The difference in certain things as, soup is hot, ice cream is _____. Jim is a boy, Ann is a _____. The table is hard, the pillow is _____. I sit on a chair, I sleep on a _____.

4. When you bring groceries home let your child help you sort the food--by color, by kind (fruits, vegetables, meats), by shapes, by place of storage (on the shelf or in the refrigerator), things to eat and things not to be eaten, etc.

5. Noises you hear--what makes them, how do they sound (as loud or soft, high or low), how do they make you feel?

6. Play an observation game, "Can I trick you?"
   Parent: Let's see if I can trick you. I'm going to name some things here in the bedroom. Stop me if I name something that's not in the bedroom. Ready....bed, lamp, chair, window, tree...
   CHILD: Stop. There isn't a tree in here.

7. Play a rhyming game. Use sentences you already say to the child anyway as:
   PARENT: I'm going to fix dinner.
   CHILD: dinner -- spinner (or any word rhyming with dinner)

   PARENT: It certainly is hot.
   CHILD: hot -- pot

8. Cooking time is a good time to talk about the order for doing things, especially if you are making something from a recipe. A child can help read the recipe in order to know what happens when and how much of things to use to make that dish.

SCIENCE

Science includes more than just scientific experiments. Some of the most important scientific discoveries resulted from observation. Helping your child look at something carefully over a period of time can be a very simple but important initial science learning. There are many things around the home to watch and observe carefully. For example:

1. A ray of sunshine on the floor caused by sun coming in a window can serve as the basis for observation. Does it get larger or smaller; does it get brighter at times; how do you know; mark the spot where it is shining now, then check the sunshine ray in ten minutes, etc.

2. Collect leaves from trees and shrubs in your yard or in the park (fall is a fun-time to do this.) You can use living or dead leaves. Have your child group the leaves according to something he observes about them--size, shape, color, texture, etc. Let your child tell why he grouped them as he did.

3. Ants or other insects are fun to observe. They can be counted, described--number of legs, feelers, wings, size, color, etc.-- followed, have their pictures drawn, have stories written about their activities, etc. Children can even imitate the actions of insects.

4. Clouds are fun to observe. Your child may even notice that there are different kinds of clouds.

5. The weather is fun to observe and perhaps record. You and your child may even want to keep a weather chart.

6. People are interesting to observe. Your child might observe the number of people passing by the house going a particular direction during a particular time period. He could record that number for several time periods and compare the observations.

7. Family member's eye color or hair color could be observed and compared--we have more blue-eyed people than brown-eyed people in our family.

8. If you have a family pet, he makes an interesting subject for observation.

9. Many times when you bake something or cook something, food is changing its form. The change in a cake, from batter to cake, is an interesting one to observe and describe.

In addition to observation, recording or writing observations down is an important scientific tool. The above give suggestions for things to record.

MUSIC

Home music activities can be quite varied. Music is more than just singing. Rhythms and movement are a part of music too. Here are some simple suggestions you and your child might enjoy:

1. Ask your child to teach you a song. Encourage him to share those he has learned with you.

2. Teach your child some of the songs you learned as a child. Sing them together.

3. Clap out rhythms and let your child echo you by clapping them after you. Change place and you be the echo.

4. Clap the rhythms to familiar songs and see if your child can guess the song you are clapping. Let your child clap them for you to guess.

5. Listen for sound and rhythms around you--your heart, a dripping faucet, rain falling, a tree scraping against something in the wind, the sound of pop corn popping, the jingle of a dog's tag, etc.

6. Play a singing echo game--sing phrases of songs you know and have your child sing them back to you.

7. Encourage your child to move to music--moving the way the music makes him feel.

Home made instruments are always fun. Old boxes and containers with pebbles inside make fun shaker noise-makers. An old can and a stick or pencil makes a drum. Two pencils can make rhythm sticks. You can think of many more. Try it!!

Your child would probably enjoy making up simple songs. These can be sung over and over. You might even sing them as rounds. Having fun and enjoying music is all that is important.

If you have a record player and some children's music, encourage your child to skip, run, jump, hop, swing and sway to the music. You can do it too, it's really great exercise.

ART

With a few materials and a little encouragement, your child can enjoy many art type activities at home. Expensive papers and materials are not necessary for satisfying art experiences. For example, with just crayons and some paper your child can:

1. Make texture rubbings by putting the paper over textured surfaces and rubbing a peeled crayon over the paper. Like magic the texture shows through.

2. A repeated design sampler is fun. Make a row of designs. Repeat that row until the paper is filled.

3. Composite pictures can be made. Fold the paper in half and then fold it again accordian style, or so that the folds are parallel. Have each family member draw a body part--head first, then shoulders, torso and arms, and legs--on each fold. Start with the top fold for the head. Refold the paper so no one can see the head and have the next part drawn. Continue refolding so that an unused section shows each time. When finished, unfold and enjoy a good laugh together.

Crayons and old pieces of sheets or pillow cases can be fun to experiment with. Have your child draw a picture on the cloth. Then putting it between paper towels, press with a warm iron. This sets the crayon and the cloth is washable. This is a fun and inexpensive way to create curtains or table covers for children's rooms.

Here are two recipes for fun art ideas.

1. FLOUR-AND-SALT FINGER PAINT

   2 cups flour
   2 teaspoons salt
   3 cups cold water
   2 cups hot water

   Add salt to flour, then pour in cold water gradually and beat mixture with egg beater until it is smooth. Add hot water and boil until it becomes glossy. Beat until smooth, then add food coloring.

2. PLAY DOUGH

   1 cup flour
   1 cup water colored with food coloring
   1/2 cup salt
   2 teaspoons cream of tartar
   1 tablespoon wesson oil

   Mix dry ingredients with colored water and oil. Mix gradually in saucepan. Cook 3 minutes until mixture pulls away from sides of pan. Cool and knead. Store in an air-tight container.

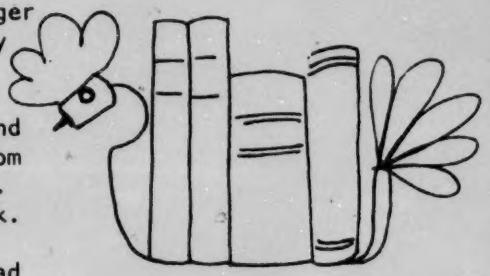
THINGS TO MAKE

1. PAPER BAG PUPPETS

Paper bag puppets are fun to make and also fun to play with. All you need is a small paper bag with a flat bottom, some interesting paper scraps, fabric scraps, yarn, dried and found objects from the yard or a walk in the park, scissors and glue. Your child may make his puppet be anybody he wishes. The open end of the bag is where the child puts his hand into the puppet, so be sure the flat side that the bag would rest on when full is used for the head or face.

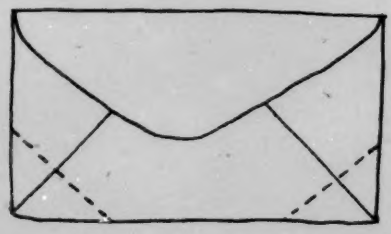
2. COAT-HANGER BOOK RACKS

Made a book rack from one heavy coat hanger and a fishing cork. Straighten hanger by pulling at the middle of the bottom bar. Place a pile of several books on the center part of hanger and bend wire around them as shown. Remove the wooden peg from cork and slip cork on end of hanger hook. Glue wooden peg back on cork to form beak. Add tack eyes and felt or colored paper comb and tail. A spool from sewing thread can be used instead of a cork to create something other than a chicken. Let your child use his imagination.



3. BOOK MARKS

The crayoning of envelope-corner bookmarks is a popular and quick activity for young children. The subject of the book can inspire the maker's design. Just cut the corners from an old envelope (as shown) and let your child begin.



PERCEPTUAL MOTOR ACTIVITIES

1. Use an old paper sack. Put several pieces of crumpled newspaper in the sack. Tape or tie the sack closed. This makes an inexpensive "ball" for a young child to throw, kick, catch or bat with his hands.

2. Coat hangers and old nylon stockings made interesting "tennis racquets." Squeeze the end of the hook toward the joint of the hanger for the handle. Hold the hanger opposite the handle in one hand and hold the handle in the other. Bend the hanger into an oblong or diamond shape. Put the hanger into the stocking as far as it will go. Tie the leftover stocking tightly with string. Balloons, small paper "balls" or yarn balls can be hit with this kind of racquet.

3. Street curbs are good places to practice balancing. Walk, staying on the curb, placing one foot in front of the other, staying on the curb. Cracks in the sidewalk or pavement can be used in the same way.

4. Lines and dots designs

   Make seven different color dots on a large piece of paper spreading them out evenly. Have the child begin at one dot and draw a circle around each dot; a second circle; a third circle, etc., until the circles meet each other. Use various colors and numbers of dots. Also, different shapes could be used as squares around each dot or triangles, etc.

5. Play the "What's Missing?" game. Place a group of things (such as a button, a spool of thread, a toy, a crayon, etc.) in front of the child and ask him to name the things and tell something about each that will help him remember it as "The crayon is the only green thing, the button is shiny, etc. Now have child close eyes and you remove one thing. When he opens his eyes, ask what is missing. Vary the game by using more or less things, different things, or using a time limit.

6. Bean bags for throwing and catching are easy to make. You can use old socks with the holes patched, scraps of cloth or what ever is available for the "bag." The insides can be beans, rice, etc. These are fun to catch and throw and to throw into containers or at targets.

7. An old bleach container or plastic milk container can be made into a fun ball game. All you need to do is cut the bottom of the container off, leaving a scoop-like catching basket. Two children can play the game at one time--one throws the ball and the other tries to catch it in his basket.

FINGER PLAYS

I. Witch's Cat

I am the witch's cat (Make a fist with two fingers extended for cat.)
Meow! Meow! (Stroke fist with other hand.)
My fur is black as darkest night.
My eyes are glaring green and bright. (Circle eyes with thumbs and forefingers)
I am the witch's cat. (Make a fist again with two fingers extended and stroke fist with other hand.)

2. The Bunny

This is the bunny with ears so funny.
(First two fingers of right hand held up, slightly bent.)
And this is the hole in the ground.
(Hole made with thumb and first finger of left hand.)
If a slight noise he hears
He pricks up his ears
(Straighten fingers.)
and hops in the hole in the ground.
(Put ears through hole.)

3. Soldiers

Ten little soldiers standing in a row. (Hold up 10 fingers, spread.)
Along came the Captain and they all bowed so. (Close hands.)
They marched to the left (Hands open, move to left.)
They marched to the right. (Hands open, move to right.)
Bang! went the gun and they ran out of sight. (Wiggle fingers like running behind back.)

4. The Beehive

Here is the beehive. (Closed fist.)
Where are the bees?
Hidden away where nobody sees,
Soon they'll come creeping out of the hive.
One, two, three, four, five. (Put up a finger as you count each number.)

PARENTAL RIGHTS & RESPONSIBILITIES TO THE SCHOOL

Because parents are a child's first teacher, they have the responsibility of seeing that their child has the best possible start in life. A good start includes individual attention, love, and security as well as providing for the physical necessities of food, clothing and shelter.

In addition, parents have the right and responsibility of working with the school to help insure an adequate educational program for their child. An adequate program fosters their child's emotional and social growth. It also helps prepare their child academically to become economically self-sufficient.

There are many ways parents can assume their responsibilities. Here are a few:

- Parents should contact teachers when home situations may effect school participation.
- Parents should be a part of and support school goals.
- Parents should encourage regular attendance and good attitudes toward school.
- Parents should expect teachers to do the best job possible and support efforts to improve programs.

SCHOOL RESPONSIBILITIES TO THE PARENT

Schools have a legal responsibility to children, parents and the community for the formal education of children. This is a big responsibility and to do the best job requires help from all.

Because the school has been given the major responsibility for a child's formal education, educators have a responsibility to provide the best possible school program. When there are problems or obstacles, the school has the responsibility of letting parents know about them.

Here are just a few things parents have a right to expect from schools:

- Contact from school personnel if there are major problems as well as for progress reports.
- A genuine desire to do the best that can be done for their child.
- Trained personnel assuming the major roles of responsibility in schools.
- An openness to parental ideas and involvement in their child's education.

HEALTH AND NUTRITION

SAFE BICYCLING

Your children should practice the rules for safe bicycling. You can help by being aware of these rules and helping your child know that you think they are important.

1. Ride with the flow of traffic.
2. Learn and obey all traffic rules, signs and lights.
3. Use hand and arm signals to show you plan to turn or stop.
4. Ride away from streets with heavy automobile traffic.
5. Walk your bike across busy intersections.
6. If you must ride after dark, be sure your bike has a headlight and a rear reflector. Light-colored clothing also helps people to see you.
7. Most bikes are built to carry one person. Riding double makes the bike more difficult to control.
8. Most of all keep your bike in good condition and use your common sense. Bike Defensively.

A CLEAN HOUSE IS IMPORTANT

WHAT IS A CLEAN HOUSE?

A Clean house has:

- Clean, shiny windows.
- Floors with no dirt or trash on them.
- Walls and ceilings without cobwebs or dust.
- Furniture without dust, crumbs, or grease.
- Beds that are made up with clean sheets, pillowcases, and covers.
- Clothes washed, ironed, and put away.
- Dishes washed and put away after each meal.
- All food covered.
- Food wiped off table, chairs, and benches after each meal.
- All kitchen equipment, pots and pans, without grease, food, or dust on them.
- No bugs or flies inside the house.
- No trash inside or around the house.
- A neat yard, porch, and steps.

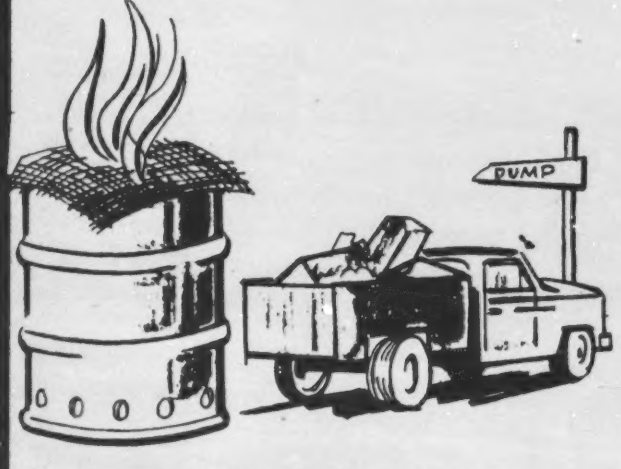
A CLEAN HOUSE IS FREE OF GARBAGE AND TRASH

- A house without garbage and trash is more pleasant and prettier to live in.
- A clean house does not draw flies, mosquitoes, or other pests. It is a healthier place to live.

GET RID OF TRASH: (Paper, boxes, tin cans, junk)

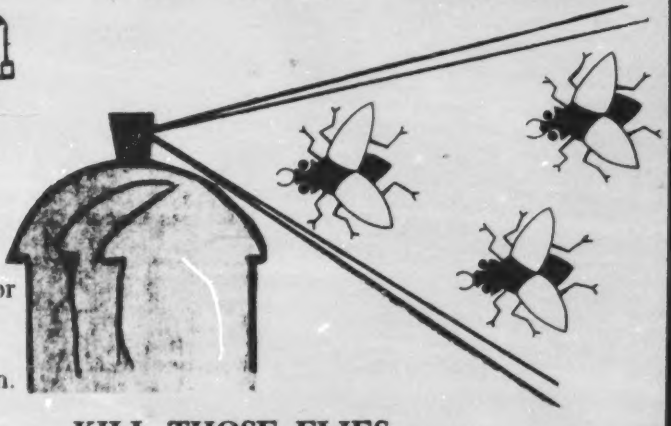
- Burn all trash that will burn, if your town allows it.
- Haul trash that won't burn to a trash dump, or
- Put it where the trash man will pick it up, or
- Bury trash if there is on place to haul it.

BE SURE TO KEEP ALL GARBAGE AND TRASH CANS CLEAN: Wash them now and then with hot soapy water.



GET RID OF WASTE FOOD:

- Do not let food scraps stay on the table or floor. They draw flies, bugs, and pests.
- Put all food scraps in a covered garbage can.
- Burn or bury garbage, or
- Let the garbage truck pick it up.



KILL THOSE FLIES FOR A CLEAN HOUSE!

WHAT TO USE TO CLEAN YOUR HOUSE

ENLIST FAMILY HELP

- Talk it over together
- Make a family housecleaning plan
- A family-made plan helps you all work together

Decide:

- What must be done
- When it will be done
- Who will do each job

MANY HANDS HELP TO MAKE HOUSEWORK LIGHT

HOUSEHOLD JOBS			
WHO	MOTHER	FATHER	BROTHER
WHAT	LAUNDRY	MOW LAWN	MOP KITCHEN FLOOR
WHEN	FRIDAY	SATURDAY	WEDNESDAY

BUDGETING YOUR TIME

AN EXAMPLE OF ONE FAMILY'S HOUSECLEANING PLAN

Day	What to do	Who will do it	When to do it
Monday	wash dishes	Jane	after each meal
	sweep floors	Tom	after breakfast
	cut weeds	Father	after work
	make beds	Each make own	before breakfast
	wash clothes	Mother	after breakfast
	bring in clothes	Tom	after school
	sort and sprinkle clothes	Jane	after school
Tuesday			

TO FOLLOW YOUR FAMILY HOUSECLEANING PLAN

- Put it on the wall so everyone can see it.
- Let family members change jobs now and then.
- Change the plan when they want to change jobs.
- Put up the new plan.

TEACH EACH PERSON TO DO THE JOBS WELL:

- Show each one how to do his job.
- Every job has three parts.
  - Getting ready.
  - Doing the work.
  - Putting away what was used to do the job.

BAD GERMS!

LEARN WHAT HAPPENS WHEN GERMS GET INTO CUTS

POINTS FOR CHILDREN TO REMEMBER:

1. Germs are always on the skin.
2. If one gets a scratch or cut, the germs from the skin might get into the cut and cause infection.
3. Washing a cut right away with soap and water keeps bad germs from getting into the cut.

MOTHERS EMPHASIZE THE FOLLOWING:

1. Soap and water washing is necessary immediately after a cut.
2. If bleeding is stopped, do not cover the cut but leave open to air and sunlight to heal.
3. If small amount of bleeding, use clean white cloth or fresh facial tissue to press on area until bleeding stops and then leave open.
4. See a doctor right away if:
   a. there is a lot of bleeding, or
   b. the skin edges are wide apart leaving a gap.

REMEMBER: SOAP AND WATER KILLS GERMS.

HOME FIRST AID HELPS

Accidents occur at the most unexpected times. So some before-an-accident-occurs preparation will help you be ready when you need to be. Major accidents or serious injuries require the assistance of a physician. Certain other injuries that may seem minor may be more serious than they appear. When in doubt, call your doctor or nurse and talk over the problem.

The following is a list of home first aid helps to assist you in meeting emergency situations.

CUTS, ABRASIONS, BRUISES, BLISTERS, PUNCTURE WOUNDS

MINOR CUTS AND ABRASIONS:

Procedure: 1. Control bleeding. 2. Clean wound with soap and water-rinse off soap. 3. Apply antiseptic solution. Cover with dry dressing.

BRUISES--BLACK AND BLUE MARKS:

Procedure: 1. Rest affected part. 2. Apply ice bag or cold compresses.

BLISTERS--OTHER THAN BURNS:

Procedure: 1. Apply sterile dressing. Do not open blister. If blister has burst, wash with soap and water, dry with sterile gauze, and apply dry dressing. 2. If blister shows evidence of inflammation or infection, consult a physician.

SMALL WOUNDS:

Procedure: 1. Clean area with soap and water using sterile gauze or cleanest cloth available. 2. Rinse with clean water. 3. Size of wound indicates necessity for sterile dressing or bandaid.

PUNCTURE WOUNDS: Made by penetrating instruments such as nails, splinters, thorns, pencils, etc. Tetanus (lockjaw) can develop following such a wound unless child has been adequately immunized.

Procedure: 1. Wash wound gently and thoroughly with soap and water. Do not probe wound. 2. Apply antiseptic and cover with dry dressing or band-aid if wound is small. 3. Consult physician as wound may need further attention and a tetanus shot (or booster) may be necessary.

COMMON COMMUNICABLE DISEASES

COMMON COMMUNICABLE DISEASES usually consist of a combination of any two or more of these symptoms: headache, watery and inflamed eyes and nose, cough, elevated temperature, skin eruptions, sore throat or vomiting. Examples of these diseases are the common cold, mumps, chicken pox, measles, strep throat, whooping cough, influenza (flu). Not so common are diphtheria and polio.

Procedure: 1. Isolate child. 2. Keep child under close observation.

FAINTING--SEIZURES--CONVULSIONS

FAINTING is characterized by pallor or flushing, shallow breathing, slow and weak pulse, short periods of unconsciousness.

Procedure: 1. Keep child lying down. 2. If face is flushed, have child lie with head slightly raised. Apply cold packs to head. 3. If child is pale, lower head slightly and keep child comfortably warm. 4. If child is blue and not breathing, contact your local emergency rescue squad immediately. 5. Moisten cotton with aromatic spirits of ammonia and hold under child's nose.

SEIZURES or CONVULSIONS are characterized by sudden, violent, more or less widely distributed discharges of muscular energy usually preceded by loss of consciousness and followed by profound relaxation, exhaustion or stupor. Symptoms may range from a simple staring into space or blinking of the eyes to a more complex and violent drawing backward of the head and foaming at the mouth.

Procedure: 1. Prevent patient from injuring himself. 2. Place folded cloth, towel, padded tongue blade or padded pencil between the teeth to prevent injury to the tongue. 3. Make no effort to restrain the convulsive movements. 4. In case of vomiting turn patient on side or stomach with head turned to one side. 5. Keep patient under constant observation. 6. Permit patient to rest after convulsive seizure. 7. Advise medical care.

SKIN DISEASES

Impetigo, scabies, ringworm, pediculosis, and creeping eruption are the *most common skin diseases* encountered in the school. Medical care should be encouraged to insure proper treatment.

IMPETIGO: Characterized by blisters that later become yellow and crusted. Commonly found on hands, face and legs.

SCABIES: An itching disease characterized by a "breaking out" produced by the burrowing of a female mite into the skin. Often found between fingers and in folds of skin.

RINGWORM: Characterized by the formation of ring-shaped pigmented patches covered with blisters or scales. Frequently found on the scalp.

PEDICULOSIS (lice): Characterized by itching of the scalp or hairy parts of the body. Close examination will reveal either the adult lice or the eggs (nits).

CREEPING ERUPTION: Characterized by intense itching and tunnel-like lesions caused by the continuous burrowing of the dog and cat hookworm larvae in the skin. NOT TRANSMITTABLE THROUGH PERSONAL CONTACT.

Procedure: 1. Encourage good personal hygiene. 2. Other children should avoid contact with the infected child and his belongings. 3. Exclusion from school is indicated for all these diseases. 4. In cases of creeping eruption, steps 2, 3 and 4 above are not necessary. Control of creeping eruption should include exclusion of all cats and dogs.

NOSE AND MOUTH INJURIES

FRACTURE OF NOSE: There may be pain, swelling, deformity and bleeding.

Procedure: 1. Do not attempt to splint. 2. Keep child quiet with head elevated. 3. Loosen collar or anything tight around neck. 4. If nose is bleeding, ice pack to back of neck or forehead. Do not put anything on nose. 5. Advise immediate medical care.

MOUTH--TOOTHACHE:

Procedure: 1. Warm salt water mouthwash may provide some relief. 2. Moisten small piece of cotton with oil of cloves and gently insert into cavity. 3. Advise dental care.

BROKEN, LOOSENED OR KNOCKED OUT TEETH:

Procedure: Promptness of dental care is of vital importance in injuries to teeth.

FOREIGN BODIES IN THROAT:

Procedure: 1. Lay child crosswise on table or bed on his abdomen with head and shoulders over side. 2. Slap child between shoulder blades.

SERIOUS JAW INJURIES:

Procedure: 1. Secure medical attention immediately. 2. Bandage over head and chin may be applied if comfortable for the child. 3. Keep child under constant observation.

EAR AND EYE INJURIES

EARS--DISCHARGING:

Procedure: 1. Cleanse external ear and around ear with soap and water. 2. A loose cotton plug may be placed in *external* ear, *but do not block drainage*. 3. Advise medical care.

EARS--FOREIGN BODY:

Procedure: 1. Do not try to remove. 2. Advise medical care immediately. 3. If insect in ear, strong light placed next to child's ear may attract insect so it will crawl out.

EYES--FOREIGN BODY:

Procedure: 1. If on surface of eyeball, try to flush off with water. 2. If embedded in eyeball, advise immediate medical care. 3. If on membrane of eyelid, grasp lashes between finger and thumb and pull lid forward and downward over lashes of lower lid. If not removed, eyelid may be everted and foreign body gently touched with cotton applicator moistened with water.

EYES--CHEMICAL BURNS:

Procedure: 1. Flush with large quantities of water. 2. Advise immediate medical care.

EYES--WOUNDS OR Bruises

Procedure: Advise immediate medical care.

EYES--PINK EYE:

Procedure: 1. Advise immediate medical care. 2. This is an acute infection and very contagious while eyes are discharging (pus).

BITES AND STINGS

INSECT STINGS AND BITES:

Procedure: 1. Remove stinger, if still present. 2. Apply cold applications. 3. Keep child under observation. If pain not relieved or child does not feel well, advise medical care. If child shows signs of shock and/or abnormal reaction, immediate emergency care is required.

DOG AND OTHER ANIMAL BITES:

Procedure: 1. Cleanse wound with soap and water and cover with dry dressing. 2. Advise immediate medical attention. 3. Make attempt to

identify animal that bit child, and advise owner to confine it. See that County Health Department is notified immediately.

POISONOUS PLANTS:

Procedure: Wash exposed areas thoroughly with soap and water.

HEAD, NECK, BACK AND SPINE INJURIES

Except in minor *head injuries*, parents should be advised that medical care must be secured. Early sympto s may not indicate the seriousness of the injury. The chief danger of a blow on the head is brain damage.

HEAD INJURY:

Procedure: 1. Keep child lying down. Elevate head and apply cold compresses to site of injury. 2. Keep warm, quiet and under constant observation. 3. Treat for shock if it occurs. 4. Frequent or protracted spells of unconsciousness is a sign of *very serious* injury.

BACK, NECK OR SPINE INJURY:

Procedure: 1. Keep child lying down with head in straight line. *Do not move.* 2. Keep as warm and quiet as possible. 3. Treat for shock if it occurs (see shock). 4. Arrange for immediate medical care. 5. Move only on stretcher (appropriate backboard type) with help of trained first-aid personnel.

BONE AND JOINT INJURIES

Medical attention should be secured for all suspected *bone and joint injuries* as fractures may have occurred.

FRACTURE OF ARM, LEG OR COLLAR BONE:

Procedure: 1. Keep child quiet and warm. Watch for shock. 2. Handle as little as possible. 3. Splint as soon as possible. If no standard splint available, use any firm material such as magazine, folded newspaper, etc. A sling around the neck for the arm will make a fractured collar bone more comfortable. 4. If bone is sticking through skin, place dry sterile dressing over it. *Do not attempt to cleanse the area.*

SPRAINS:

Procedure: 1. Apply cold, moist packs or ice bag to the area. 2. elevate part if possible. Keep child quiet and warm. 3. Help child to avoid placing weight on the injury.

JAMMED OR LOCKED JOINTS:

Procedure: Do not attempt to move the injured part. Seek medical help.

BLEEDING

BLOOD on a person usually indicates a wound, but it may be from nosebleed or from contact with another child who is bleeding. Keep wounded part elevated as much above the ear level as possible.

FREELY BLEEDING OR BIG WOUNDS:

Procedure: 1. Apply sterile dressing or the cleanest cloth available. Press firmly over wound. 2. Hold dressing in place until bandage, strip of cloth or tape can be applied to hold it. 3. Secure medical attention immediately.

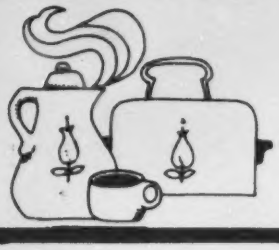
NOSEBLEED: May occur following a blow to the nose, or may be caused by fever and infectious diseases, colds, rheumatic fever, picking at the nose. It may occur prior to or during the menstrual period.

Procedure: 1. Keep child quiet with head elevated. 2. Loosen collar or anything tight around neck. 3. Apply cold packs on forehead and nose, ice pack to back of neck. 4. Use firm presure on the bleeding nostril (against the middle partition of the nose) for four or five minutes. 5. Instruct child not to blow nose for few hours. 6. If bleeding persists, advise medical care.

POINTERS

That Will Help You Get the Most Food for Your FOOD DOLLAR

- **Plan your meals before buying food.** This keeps you from buying foods not needed.
- **Make a grocery list and stick to it.** But substitute when you can.
- **Keep aware of prices.** Your local newspaper, radio, and TV often carry advertisements of specials and prices at your local grocery.
- **When shopping, select a store that is convenient, well-stocked, with reasonable prices.**
- **Learn the different forms of food.** Fresh, frozen, canned, ready-cooked, dried, mixed, whole meals, and others.
- **Compare cost of the different brands, forms, sizes, and difference in price between various stores.**
- **Know market units** — pounds, dozen, size cans, packages.
- **Recognize quality foods.** Know what makes a choice product.
- **Read and heed labels.** They give such valuable information as quantity, style of product and variety.



YOU ARE WHAT YOU EAT

Your body is constantly growing and repairing itself. The foods you eat are the building materials your body uses to grow and make repairs. The healthiest growth takes place when your body has the highest quality of materials. This means a good variety and adequate amounts of all the necessary foods. BUT, too much is too much of anything. Too much food only builds fat, and excess fat keeps you from being your healthiest. A balanced diet helps your body to be its healthiest and happiest.

Most foods can be grouped into one of four groups. The following pages will help you get to know these groups and the number of servings from each that your body needs. Remember, the only materials your body can use to grow and make repairs are the foods you eat. YOU ARE WHAT YOU EAT!

YOU NEED TO EAT 4 KINDS OF FOOD EVERYDAY

Foods We Must Eat Daily for Good Health

MILK GROUP
some for everyone

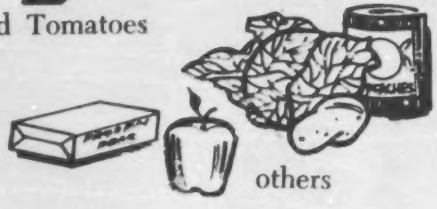
MEAT GROUP
2 or more servings

VEGETABLE – FRUIT GROUP
4 or more servings

Dark Green

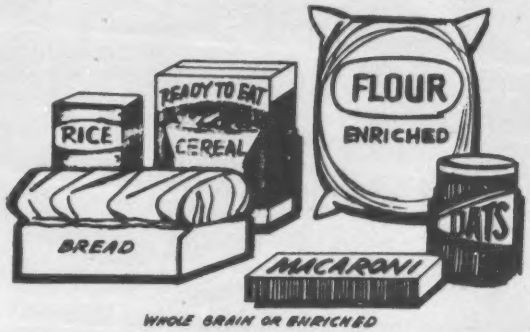
Deep Yellow

Citrus and Tomatoes



others

BREAD – CEREAL GROUP
4 or more servings



WHOLE GRAIN OR ENRICHED

Follow The Food Guide Every Day

SOME for EVERYONE

MILK GROUP

COUNT AS A SERVING 1 CUP OF MILK

Children Under 9 ▢▢ ▢▢▢ Adults ▢▢ or more

Children 9-12 ▢▢▢ or more Pregnant Women ▢▢▢ or more

Teenagers ▢▢▢▢ or more Nursing Mothers ▢▢▢▢

Cheese can be used for part of the MILK

---

2 or more SERVINGS

MEAT GROUP

COUNT AS A SERVING 2 OR 3 OUNCES OF COOKED LEAN MEAT, POULTRY OR FISH – – SUCH AS

A HAMBURGER OR A CHICKEN LEG OR A FISH

ALSO - 2 EGGS ⬭⬭

OR 1 CUP ▢ COOKED DRY BEANS OR PEAS

OR 4 TABLESPOONS PEANUT BUTTER

---

4 or more SERVINGS

VEGETABLE-FRUIT GROUP

COUNT AS A SERVING 1/2 CUP (RAW OR COOKED)

OR 1 PORTION SUCH AS

OR
OR

---

4 or more SERVINGS

BREAD-CEREAL GROUP (WHOLE GRAIN OR ENRICHED)

COUNT AS A SERVING

1 SLICE OF BREAD OR 1 BISCUIT

OR 1 OUNCE READY-TO-EAT CEREAL – – – –

OR 1/2 CUP TO 3/4 CUP COOKED CEREAL.

CORNMEAL, GRITS, MACARONI, RICE, OR SPAGHETTI

EAT OTHER FOODS AS NEEDED TO ROUND OUT THE MEALS

MENU PLANNING

In order to make sure you and your family have an adequate diet for building and maintaining healthy bodies, you need to plan your food intake. Menu planning also makes it easier for you to shop efficiently and take advantage of advertised specials. Planning helps make sure you can use leftover food most effectively.

The easiest way to plan a menu is by the meal. If you put these together into a daily plan, you can make sure you provide the number of servings from each food group that your family needs. For example, milk needs vary by age group. If you include cereal and milk and something with cheese in it, you have provided for some milk for all. Others in your family may need more.

A well planned menu for healthy eating provides for the minimum number of servings required from each food group. An example of a menu that includes some milk for all, two or more servings from the meat group, four or more servings from the vegetable-fruit group, and four or more servings from the bread-cereal group follows:

Breakfast	Lunch	Dinner
orange juice oatmeal and milk	peanut butter and jelly sandwich carrot and celery sticks milk	Macaroni and cheese sliced luncheon meat greens sliced tomatoes

This menu provides the following servings from each group:

Breakfast:	1 milk	0 meat	1 fruit-vegetable	1 ceral-bread
Lunch	1 milk	1 meat	1 vegetable-fruit	2 bread-cereal
Dinner:	1 milk (milk & cheese)	1 meat	2 vegetable-fruit	1 bread-cereal

To this you might want to add a dessert such as cookies. Coffee and tea don't add to the food value of your meals.

Happy planning and good eating.

EATING GOOD FOOD KEEPS YOU HEALTHY

EASY INEXPENSIVE RECIPES

MEATS

BAKED BEEF AND RICE
(Dade County Follow Through)

- 1 1/2 pounds ground beef
- 1 cup rice
- 1 small onion, chopped
- 2 tablespoons lard or drippings
- 1 1/2 teaspoons salt
- 1/2 teaspoon pepper
- 1 teaspoon paprika
- 1 bottle (2 ounces) stuffed olives, sliced
- 2 cups tomato juice
- 1 1/2 cups boiling water
- 1/2 cup grated Cheddar cheese

DIRECTIONS: Brown ground beef, rice and onion in lard or drippings. Pour off drippings. Add salt, pepper and paprika. Add sliced olives, tomato juice and boiling water. Place in a 1 1/2-quart casserole. Cover tightly and bake in a slow oven (300°F.) for 1 hour. Uncover, sprinkle with cheese and continue baking about 10 minutes or until cheese is melted. Makes 6 servings.

MAN OF THE HOUSE SPAGHETTI
(Bill Scott, Parent, Hillsborough County Follow Through)

- 2 lb ground chuck roast
- 2 medium onions, chopped
- 2 tablespoons chopped garlic
- 1/4 bell pepper
- salt, pepper to taste
- 2 large cans tomatoes
- pinch of soda
- 1 4-ounce can tomato sauce
- 1 4-ounce can tomato paste
- 2 lbs. spaghetti noodles

DIRECTIONS: Make medium size beef balls, brown in large skillet with onion, garlic and bell pepper. Meanwhile, in large pot, cook tomatoes, sauce, paste, soda and bring to boil. Turn heat down. Add meat, etc. Cook slowly for several hours. When you can stand the aroma no longer, cook your noodles, make a big salad and some Italian bread and sit down to a delicious meal.

SHRIMP JAMBALAYA
(Dade County Follow Through)

- 3/4 pound cooked shrimp
- 1/4 cup chopped bacon
- 3 tablespoons chopped onion
- 3 tablespoons chopped green pepper
- 1 clove garlic, finely chopped
- 1 tablespoon flour
- 1 teaspoon salt
- dash cayenne
- dash paprika
- 1/2 teaspoon Worcestershire sauce
- 2 cups canned tomatoes
- 2 cups cooked rice

DIRECTIONS: Cut large shrimp in half. Fry bacon until crisp. Add onion, green pepper, and garlic; cook until tender. Blend in flour and seasonings; add tomatoes and cook until thick, stirring constantly. Stir in rice and shrimp; heat. Serves 6.

CHICKEN WITH RICE
(Mrs. Mendez, Parent, Dade County Follow Through)

- 1 chicken (cut up)
- 2 cups of rice
- 1 teaspoon salt
- 1/2 hot pepper (chili pepper)
- 1/2 onion
- 1 laurel leaf
- 1 small can of tomato sauce
- 1 small can (petit pois) peas
- 1 small can hot peppers
- 1/2 teaspoon pepper
- 1 bottle of olives
- 2 teaspoons oil
- 4 cups water

DIRECTIONS: Rub the salt on the chicken and fry in the oil. Add the rest of the ingredients except the peppers and olives. When the water has evaporated, lower the heat and add the peppers and olives. Makes 5 servings.

ARROZ CON POLLO

- 1 pollo (cortado)
- 2 tazas de arroz
- 1 chdta sal
- 1/2 cebolla
- 1 hoja de laurel
- 1 lata de salsa de tomate
- 1 latica petit pois
- 1 latica de aji pimiento
- 1/2 chta de pimienta
- 1 botellita de aceitunas
- 2 chdta aciete
- 4 tazas de agua

INSTRUCCIONES: Pongale sal al pollo y dórelo en aceite. Añada el resto de los ingredientes excepto los pimientos y las aceitunas. Cuando el agua se haya evaporado, baje la candela y añada pimiento y los aceitunas. Para 5 personas.

BLACK BEANS

(Ana Hernandez, Parent, Dade County Follow Through)

- 1 pound black beans
- 10 cups water
- 1 green pepper
- 2/3 cup olive oil
- 1 onion
- 4 pieces garlic
- 4 teaspoons salt
- 1/2 teaspoon pepper
- 1 bayleaf
- 2 tablespoons sugar
- 2 tablespoons vinegar
- 2 tablespoons dry wine
- 2 tablespoons olive oil
- 1/4 tablespoon oregano

DIRECTIONS: Wash the beans and soak in water. Add the green pepper and cook them until soft. (About 45 minutes.) Fry the onion and garlic in the oil. Mash a cup of black beans in the oil and then mix them with the remaining portion of the beans. Add salt, oregano, pepper, bayleaf and sugar. Let it boil for 1 hour or more. Add vinegar and lower the heat for one hour until they are soft. Add two tablespoons of olive oil at the last minute.

FRIJOLES NEGROS

- 1 libra frijoles negros
- 10 tazas de agua
- 1 aji grande
- 2/3 taza aceite de oliva
- 1 cebolla grande
- 4 dientes de ajo
- 2 chucharadas de vino seco
- 2 chucharadas de aceite de oliva
- 1/2 aji
- 4 chucharitas de pimienta
- 4 chucharitas de sal
- 1/4 chucharita de oregano
- 1 hoja de laurel
- 2 chucharadas del azúcar
- 2 chucharadas de vinagre

INSTRUCCIONES: Lave los frijoles y póngalos con el agua y aji. Cuando estén bien hinchados póngalos a cocinar en esa misma agua hasta que se abladen en esa misma agua. (Aprox. 45 minutos.) En una sartén, caliente el aceite. Sofría la cebolla picadita, ajo machacado y luego el aji picado o molido. Eche aproximadamente una taza de frijoles en la sarten y aplástelo bien. Echelo todo en la cazuela con el resto de los frijoles, añádele sal, pimienta, oregano, laurel y azúcar. Déjelo hervir aproximadamente una hora o mas. Añádele el vinagre, vino seco y cocínelo a fuego lento durante otra hora para que quede bien cuajado. Si ve que tiene mucho caldo déjelo destapado para que espese al momento de servirlo. Añádele las 2 cucharadas de aceite.

MEAT MARINADE
(Okaloosa County Follow Through)

Inexpensive beef steak (chuck or round)
tenderizing salt
1 cup water
1/4 cup soy sauce
1/4 cup packed brown sugar
1/4 cup lemon juice
1 tablespoon Worcestershire sauce
1 tablespoon minced parsley
1/4 teaspoon hot pepper sauce

DIRECTIONS: Sprinkle meat generously with tenderizing salt. Combine remaining ingredients in a shallow bowl. Add meat to marinate in the regrigerator overnight. Place steak on rack 6 inches above hot coals. Grill 12 to 15 minutes, basting occassionally. Turn, continue basting, and grill 10 to 15 minutes longer for steak cooked medium.
TIP: Grill 10 minutes per side for rare; 20 to 25 minutes per side for well done.
VARIATION: Marinade can be brushed on hamburgers as they are cooking. Pork is also good marinated in this meat marinade.

BAKED SNAPPER (Gulf Style)
(Mrs. R. Crowell, Fort Walton Beach, Florida)

1/2 bell pepper--chopped
1 teaspoon thyme leaves
1 large onion--chopped
1 cup parsley--chopped
1 small garlic--chopped
1 tablespoon cooking oil

DIRECTIONS: Cook above ingredients until light brown, place 2 1/2 or 3 pound snapper in baking pan with cooked vegetables and juice of 2 lemons, 1 large can of tomatoes, strained. One-half cup water, cooked 1 hour at 400°. Baste occasionally.

BAR-B-QUE SAUCE
(Mr. Charles Head, Ft. Walton Beach, Florida)

1 can of king size beer
1 bottle of catsup
1 medium bottle of white vinegar
1/2 small box of red ground pepper
4 medium chopped onions
1 small bottle of onion salt
1 small bottle of garlic salt
1 bottle of hot sauce*

DIRECTIONS: Mix all of the above ingredients together and put into a sauce pan and cook on a medium temperature until it comes to a boil. Reduce heat to low temperature and cook for 20 minutes. Brush this sauce on meat until it is completely well done. Makes 1 quart.

*Add to taste

RICE, POTATOES AND PASTA

SKILLET YELLOW RICE
(Hillsborough County Follow Through)

1/4 cup fat
1 cup uncooked rice
1 large onion, chopped
1 cup chopped celery
1 teaspoon salt
1/4 teaspoon black pepper
2 1/2 cups water
2 bouillon cubes
1 teaspoon tumeric
1 large green pepper, chopped
1/4 cup pimento, chopped

DIRECTIONS: Brown the rice, onion and celery in the fat; add salt and pepper, water, bouillon cubes and tumeric. Stir well. Cover and cook 20 minutes over low heat. Add green pepper and pimento; stir into rice gently. Cover and cook for 10 minutes. Rice should be dry and tender.
VARIATION: Brown 1 pound ground beef with the onions, etc., and cook as stated above.
VARIATION: Add boned, cooked chicken pieces, leftover turkey or pork cubes with the pepper and pimento. Continue to cook for 10 minutes.

CHEESE GRITS
(Duval County Follow Through)

1 cup grits just cooked in 4 cups of water with 1 teaspoon salt
3/4 pound sharp cheese, grated
1/2 stick butter
1 teaspoon worchestershire sauce
2 drops hot sauce
2 eggs, well beaten
1/4 cup hot milk

DIRECTIONS: Beat eggs with milk. Leave grits in cooking pan and add cheese to fresh hot grits; stir until the cheese has melted. Stir in seasonings and beat in egg-milk mixture. Pour into casserole dish and bake at 350° for 35 minutes. Serves 6.

HOT SPINACH SALAD
(Dade County Follow Through)

- 3/4 pound tender, crisp spinach
- 1 teaspoon salt
- 1 tablespoon onion
- 2 strips bacon
- 1 teaspoon flour
- 1 teaspoon sugar
- 1/4 teaspoon prepared mustard
- 1/4 cup vinegar
- 1/4 cup water
- 2 hard-cooked eggs

DIRECTIONS: Wash spinach thoroughly; drain and crisp in the refrigerator; cut into fine shreds with kitchen scissors. Place in large bowl, sprinkle greens with salt and chopped onion. Cut bacon into small pieces. Saute until done, add flour and blend with the drippings; add sugar, mustard, vinegar and water. Heat to boiling then simmer 2 minutes. Pour over the spinach and toss to coat well. Chop eggs very fine and sprinkle over top as garnish. Makes 4 servings.

ENSALADA DE ESPINACA CALIENTE

- 3/4 libra de espinacas frescas
- 1 chrdta de sal
- 1 chrda de cebolla
- 2 tiras de tocino
- 1 chrda de azúcar
- 1/4 chrda de mostaza
- 1/4 taza de vinagre
- 1/4 taza de agua
- 2 huevos duros

INSTRUCCIONES: Lave bien las expinacas. Séque las bien y guárdelas en el regrigerador. Póngalas en un recipiente ancho. Rocéelas con sal y cebollas picadas. Corte el tocino en piezas pegueñas. Fríalas lentamente, hasta que esten cocinadas. Añada la harina y mézcle con el batidor de mano. Añada azúcar, mostaza, vinagre, y agua, y póngalo a hervir por 2 minutos. Echeselo por arriba a las espinacas. Corte los huevos bien finos y espolvoréelos por encima de las espinacas. De para 4.

TUNA-CABBAGE SLAW
(Follow Through State Consultant)

- 4 cups shredded cabbage
- 2 (6 1/2 oz.) cans tuna, drained
- 1/2 cup chopped celery
- 1/4 cup chopped green pepper
- 2 tablespoons chopped green onion
- 1/2 teaspoon salt
- dash pepper
- 1 tablespoon vinegar
- 1/2 cup mayonnaise
- French dressing
- Tomato wedges

DIRECTIONS: Combine all ingredients except French dressing and tomato wedges; mix well. Garnish with tomato wedges and serve with French dressing. Serves 6.

SAUTED SQUASH
(Duval County Follow Through)

- 4 cups pared and cubed squash
  (may be yellow summer type, zucchini, or a mixture)
- 1 small onion, chopped
- 3 tablespoons butter
- 1/2 teaspoon salt
- dash pepper
- grated Parmesan cheese

DIRECTIONS: Saute onion in butter until transparent but not brown. Add squash, salt and papper. Stir well and cover. Simmer on low heat to desired tenderness, stirring occasionally (approximately 10 minutes). Sprinkle with Parmesan cheese just before serving. Serves 4

3 BEAN SALAD
(Follow Through State Consulant)

- 1 #2 can green beans
- 1 #2 can wax beans
- 1 #2 can red kidney beans
- 1/2 cup cider vinegar
- 1 cup sugar
- 1 teaspoon salt
- 1/4 teaspoon pepper
- 1/2 cup diced onions
- 1/2 cup diced bell pepper

DIRECTIONS: Drain the liquid from the beans, saving the liquid from the green and wax beans. Mix this bean liquid with the vinegar, sugar, salt and pepper. Put remaining ingredients in a large bowl and mix well. Pour liquid mixture over all and mix well. Refrigerate at least 6 hours before serving. Serves 8 to 10 .

PUMPKIN BREAD (or muffins)

(Model Sponsor, Okaloosa County Follow Through)

- 1 1/4 cup brown sugar
- 1/2 cup shortening
- 2 eggs
- 1 cup canned pumpkin
- 1/3 cup milk
- 1/2 cup chopped nuts (optional)
- 2 cups sifted all-purpose flour
- 2 teaspoons baking powder
- 1/2 teaspoon salt
- 1/4 teaspoon soda
- 1/2 teaspoon ginger
- 1/4 teaspoon cloves

DIRECTIONS: Cream brown sugar and shortening. Add eggs one at a time, beating well after each addition. Add pumpkin and milk. Sift dry ingredients together and stir into pumpkin-egg mixture. Beat one minute with mixer. Stir in nuts. Turn into greased 9 1/2 x 5 x 3 loaf pan. Bake in pre-heated oven at 350° for 55 minutes. (Or bake as muffins in muffin tin for 20 to 25 minutes.) Makes one loaf or 18 muffins.

SUGARY APPLE MUFFINS

- 1 large apple (approx. 1 cup) peeled and cut fine
- 2 cups all-purpose flour
- 1/2 teaspoon salt
- 1/2 teaspoon cinnamon
- 1/2 teaspoon nutmeg
- 1/2 cup granulated sugar, plus 2 tablespoons
- 1 egg well beaten
- 3/4 cup milk
- 1/2 cup finely chopped nuts or raisins (Optional)
- 4 tablespoons butter or margarine
- 3 teaspoon baking powder

DIRECTIONS: Sift flour, salt, baking powder and scant 1/2 teaspoon each of nutmeg and cinnamon. Cream butter and sugar, add egg. Add dry ingredients alternately with milk. Fold in apples (and nuts or raisins). Fill well greased muffin tins almost full. Sprinkle with 2 tablespoons sugar mixed with dash of spices. Bake 20 minutes in preheated 450° oven. Makes 18 muffins.

BANANA BREAD
(Duval County Follow Through)

- 2 cups sifted all purpose flour
- 1 teaspoon soda
- 1/2 teaspoon salf
- 1/2 cup margarine or shortening
- 1 cup sugar
- 1/2 cup chopped nuts
- 2 eggs
- 1 cup (2 medium size) bananas, mashed
- 1/3 cup milk
- 1 teaspoon lemon juice or vinegar

DIRECTIONS: Sift flour with soda and salt. Cream butter. Gradually add sugar, creaming well. Add eggs and bananas; blend thoroughly. Combine milk and lemon juice. Add dry ingredients to banana mixture alternately with milk, beginning and ending with dry ingredients. Blend well after each addition. Stir in nuts. Grease bottom of 9"x5"x3" pan. Pour in batter. Bake in a preheated 350° oven for 60 to 70 minutes, until bread springs back when lightly touched in center. Remove from pan and cool on wire rack. Cut when cool. Makes one loaf.
TIP: Banana bread freezes well.

OATMEAL MUFFINS
(Okaloosa County Follow Through)

- 1 1/4 cups quick-cooking rolled oats
- 1 1/4 cups milk
- 1 1/4 sifted all purpose flour
- 4 teaspoons baking powder
- 1 teaspoon salt
- 1 egg, slightly beaten
- 1/2 cup cooking oil or melted shortening
- 1/3 cup firmly packed brown sugar
- 1/2 cup raisins, optional

DIRECTIONS: Combine oats and milk and let stand for 30 minutes. Sift flour with baking powder and salt into mixing bowl. Combine eggs, oil, brown sugar, and raisins. Stir into oatmeal mixture. Make a hole or well in the middle of the dry ingredients, add the liquid ingredients all at one once. Stir only until all particles are moist. Fill well-greased muffin cups 2/3 full. Bake in a preheated 400° oven until golden brown, approximately 15 to 20 minutes. Makes 12 large or 18 medium-sized muffins.

MARY BROWN'S HOMEMADE POUND CAKE

(Parent, Hillsborough County Follow Through)

- 3 sticks of soft butter
- 2 1/2 cups sugar
- 6 eggs
- 3 cups plain flour
- 1/4 teaspoon baking powder
- 1/2 pint sour cream
- 1 teaspoon lemon extract

DIRECTIONS: Cream butter and sugar well; add the six eggs and beat until fluffy. Sift flour with soda 3 times, measure 3 cups and add slowly to butter mixture. Add sour cream; mix well. Add extract. Grease and flour a large tube pan, pour batter into pan. Bake in oven at 325° for 1 1/2 hours.

SPICED CARROT CAKE

- 1 teaspoon cinnamon
- 1/2 teaspoon salt
- 1 cup soft margarine
- 2 cups granulated sugar
- 4 large eggs
- 2/3 cup chopped nuts
- 2 1/2 cups all-purpose flour sifted
- 3 teaspoons baking powder
- 1 1/2 cups finely grated carrots
- 1/3 cup hot water

DIRECTIONS: Mix cinnamon, salt and margarine. Gradually add the sugar, mixing well after each addition. Beat in eggs one at a time, mixing well after each. Stir in carrots and nuts. Sift flour with baking powder. Add flour to egg mixture alternately with the hot water, beginning and ending with the flour. Beat batter 1/2 minute. Pour into 2 well-greased and lightly floured 9" layer pans. Bake in a preheated 375° oven for 35 minutes. Cool 10 minutes in pan then remove and cool. Frost with cream cheese butter icing. Keep cake refrigerated.

CREAM CHEESE BUTTER ICING

- 1 cup sifted powdered sugar
- 3 oz. soft cream cheese
- 1 tablespoon soft butter
- 1 1/2 to 2 tablespoons milk
- 1 1/2 teaspoon grated lemon rind
- 1 teaspoon vanilla

DIRECTIONS: Blend cream cheese and butter then beat until fluffy. Gradually add powdered sugar alternately with milk and vanilla. Add lemon rind. Mix to spreading consistancy.

DUTCH PEACH CAKE

(Hillsborough County Follow Through)

- 1 egg
- 1/4 cup evaporated milk
- 1/3 cup sugar
- 1 cup prepared biscuit mix
- 3 tablespoons melted butter
- 1 can (1 lb. 3 oz.) sliced peaches
- 1 teaspoon cinnamon
- 1/4 teaspoon nutmeg
- 2 tablespoons flour

DIRECTIONS: Beat egg slightly; add milk. Add 3 tablespoons sugar and biscuit mix and blend until smooth. Spread over bottom of greased baking dish 8"x12"x2". Arrange drained peaches over dough. Spoon a mixture of remaining sugar, cinnamon, nutmeg, flour and melted butter over peaches. Bake at 375° for 30 minutes. Serve warm, with or without cream.

PRUNE CAKE AND TOPPING

(Linda Cook, Parent, Dade County Follow Through)

- 1 cup salad oil
- 1 1/2 cups sugar
- 3 eggs (room temp.)
- 1 cup buttermilk
- 1 cup chopped prunes
- 2 cups enriched flour
- 1 teaspoon cloves
- 1 teaspoon soda
- 1 teaspoon salt
- 1 teaspoon nutmeg
- 1 teaspoon cinnamon

DIRECTIONS: Measure salad oil, sugar and eggs into mixing bowl. Beat at moderate speed to mix well. Have ready a cup of buttermilk and a cup of cold, cooked chopped prunes. Meanwhile, sift enriched all-purpose flour and measure. Sift again with salt, soda and spices. Add buttermilk and chopped prunes to creamed mixture. When well mixed, add flour mixture and blend until well mixed. Add vanilla. The batter will be quite thin. Pour into tube pan, lined with waxed paper. Bake in low oven (300 degrees) for 1 hour.

TOPPING

- 1 cup sugar
- 1/2 cup buttermilk
- 1/2 stick butter
- 1 tablespoon white corn syrup
- 1/2 teaspoon soda

DIRECTIONS: Measure ingredients into deep saucepan. Boil 15 minutes, or until golden brown. Watch closely. Remove from heat and let cool. Beat until creamy. Pour on while cake is still hot, and return to oven for 5 minutes.

KEY LIME PIE
(Dade County Follow Through)

4 eggs, 4 yolks and 6 whites
1 can Condensed Milk
1/3 cup Key Lime Juice
2 tablespoons ganulated sugar

DIRECTIONS: Beat the yolk of 4 eggs and the white of one until thick. Add the condensed milk and beat again. Add the lime juice and beat until thick. Beat the 3 remaining egg whites until dry and fold in the mixture. Pour into a baked pie shell. Separate two eggs, beat the whites with two tablespoons of sugar until stiff and forms peaks, spread on top of pie and bake in oven until meringue is brown.

BAKED CUSTARD
(Duval County Follow Through)

2 cups milk
1/3 cup sugar
1/8 teaspoon salt
3 eggs
1/8 teaspoon nutmeg
1 teaspoon vanilla

DIRECTIONS: Blend together milk, sugar and salt. Add beaten eggs and mix well. Add vanilla. Pour into custard cups or a baking dish. Sprinkle with nutmeg. Place dishes in a shallow pan in oven. Pour enough water into the shallow pan to have dishes standing in approximately 1" of water. Bake in preheated 300° to 325° oven for approximately 1 hour. Test for doneness by inserting knife near edge of dish. If the blade comes out clean the custard is done. Cool gently then chill and serve plain, with fruit, or sprinkled with brown sugar.

HELLO DOLLY
(Della Zaher, Dade County Follow Through)

1 stick butter
2 cups graham crumbs
1 cup coconut
2 cups pecans pieces
1 cup hershey chocolate pieces or toll house chocolate chip pieces
1 can Borden condensed milk

DIRECTIONS: Melt the butter and put in square pan 9x9x2. Be sure to butter the sides of the pan. Add the graham cracker crumbs and mix with butter. Press down this mixture. Next, spread the coconut evenly over the graham cracker crumbs; add pecan pieces; add the chocolate pieces. Pour the condensed milk over the entire mixture and bake for 20 minutes in a 350° oven. Cut when cool.

STRAWBERRY BUTTER

(Mae McGinnis, Dade County Follow Through)

1/4 lb. butter
1 10 oz. package frozen strawberries, drained
1/2 cup powdered sugar, more if needed

DIRECTIONS: Have butter at room temperature; add drained strawberries and powdered sugar; mix well. If butter and strawberries seem to separate add more powdered sugar until mixture looks dry and sticks together well. Serve with date nut or banana bread.

HOT CHEESE BALLS

(Okaloosa County Follow Through)

2 cups cheddar cheese
1/2 cup + 1 tablespoon margarine
1 cup flour (all purpose)
1/8 teaspoon salt
1/4 teaspoon dry mustard
1/4 teaspoon paprika

DIRECTIONS: Blend cheese and butter. Sift flour with other ingredients Add flour mixture to cheese and butter. Roll into marble-sized balls. Place on greased baking sheet and bake in a preheated 350° oven for 10 minutes. Balls can be refrigerated before baking. Makes 24 balls.
VARIATION: Mold a slightly rounded teaspoonful of dough around one of the following: pitted ripe or stuffed olives (48); pecan or walnut meats; cubes of cooked ham. Make sure dough covers filling completely. Bake for 12 minutes instead of 10.

SCRAMBLED EGGS WITH CHEESE

8 eggs
1/4 cup shredded cheese (any kind)
1 tablespoon margarine or butter
salt and pepper to taste

DIRECTIONS: Melt butter in frying pan. Break eggs into a bowl and beat until well mixed. Add salt and pepper to eggs. Pour eggs into frying pan. Add cheese and stir gently until eggs reach desired doneness.
TIP: Eggs with the cheese will have a slightly different consistency than just plain scrambled eggs.
VARIATION: Add chunks of ham or leftover sausage.

THINK AHEAD!

YOU CAN PLAN THE SIZE OF YOUR FAMILY.

PUBLIC HEALTH CAN HELP.

COME AND ASK FOR FAMILY PLANNING INFORMATION

COUNTY HEALTH SERVICES

Although the services of county health departments vary from county to county, they are established to meet the health needs of the county's citizens and protect them from communicable diseases, sanitary nuisances, and environmental dangers. A county health department works to educate people in health matters, detect their chronic diseases and help to prolong their lives.

Most county health departments:

1. Provide immunizations to protect children from smallpox, diphtheria, whooping cough, tetanus, poliomyelitis, typhoid, German measles, red measles and when necessary, rabies.
2. Provide mental health help.
3. Provide general medical examinations.
4. Treat persons for parasites, veneral disease and tuberculosis.
5. Provide examinations for expectant mothers before and after the birth of their babies.
6. Provide family planning and birth control information.
7. Provide school health services and vision and hearing screening.
8. May provide dental services.
9. Provide health information services.

CHECK WITH YOUR COUNTY HEALTH DEPARTMENT--

SEE HOW IT CAN HELP YOU

HELP STAMP OUT RUBELLA!
(GERMAN MEASLES)

REMEMBER:
THE RUBELLA VACCINE IS NOT THE SAME AS THE MEASLES VACCINE

WHO SHOULD TAKE THE VACCINE?

It is recommended that children age 1 - 11 take this vaccine. However, the priority group at the present time is children from 5 - 9 years of age.

HOW MANY SHOTS ARE NECESSARY?

According to medical authorities, only one shot of Rubella is now necessary to give lifelong protection.

EVERY CHILD SHOULD HAVE ALL OF THESE SHOTS.

TYPHOID TETANUS
MEASLES POLIO DIPTHERIA

IS YOUR CHILD PROTECTED?

DENTAL HEALTH

WHEN

Ideally, teeth should be brushed after eating anything, especially sweet or starchy foods. Most people cannot brush that often. Twice a day, after breakfast and then again after dinner or your evening snack is a good routine for helping to prevent decay.

WHY

Trapped pieces of food cause chemical reactions that cause teeth to decay. Unattended decay can eventually cause pain, infection of the tooth socket and loss of teeth. Tooth decay and infections of the tooth sockets may release poisons into your bloodstream causing ill health. Tooth brushing helps prevent the need for dental repairs. It is one part of a "preventative maintenance" program for your teeth. Regular check-up visits to your dentist are another part of this preventative program. Your dentist can locate and repair decayed areas while they are small and relatively inexpensive to repair. Healthy teeth are not only attractive but necessary for chewing and eating the foods you enjoy.

HOW

An "up and down" brushing motion does a better job of cleaning between teeth. Start with your toothbrush at the gum line and brush down for your upper teeth and up for your lower teeth. Brush the outside surface of your teeth, the inside surface and across the chewing surface for a complete brushing job.

A GOOD BRUSHING ROUTINE LOOKS LIKE THIS:

Brush outside surfaces . . . sweeping from gums to chewing surfaces

Brush inside surfaces . . . sweeping from gums to chewing surfaces

Brush chewing surfaces . . . scrubbing or back and forth motion

SUBSTITUTES FOR TOOTHPASTE

Both ordinary table salt and baking soda can be used in place of toothpaste for brushing teeth. Teeth can even be brushed using only your toothbrush and water. It is better to brush this way than not to brush at all.

WHAT IS WATER RINSING AND HOW DOES IT HELP PREVENT TOOTH DECAY?

Water rinsing is something you can do anytime and anywhere drinking water is available. It cannot take the place of tooth brushing but helps if you are unable to brush. Water rinsing is nothing more than rinsing your teeth with water. Take a swallow of water. With lips closed, move the water around in your mouth. If you are in a bathroom or other appropriate place, spit the water out; otherwise swallow the water. Do this several times.

BABY TEETH ARE IMPORTANT!

DID YOU KNOW?

1. Baby teeth are the space holders for adult teeth.

2. The pattern of care (tooth brushing and food habits) you help your child set up for his baby teeth is the pattern of care he will probably keep for his adult teeth.

3. Badly decayed baby teeth can keep your child from being his normal healthy self.

4. Most baby teeth loosen and come out when adult teeth are ready to show. However, sometimes they do not and get in the way of the incoming teeth. Help from your dentist may be needed to take care of this problem.

5. A trip to the dentist early, while your child has his baby teeth, helps build a better attitude toward later dental repair work.

MORE ABOUT FOLLOW THROUGH

JUST WHAT IS FOLLOW THROUGH

"FOLLOW THROUGH" IS A PROGRAM WHERE PARENTS ARE REALLY IMPORTANT.

"FOLLOW THROUGH" IS A SCHOOL AND PARENT PROGRAM PAID FOR BY THE FEDERAL GOVERNMENT AND THE LOCAL SCHOOL BOARD.

"FOLLOW THROUGH" IS DIFFERENT! MANY "FOLLOW THROUGH" CHILDREN ARE ELIGIBLE TO RECEIVE SOME MEDICAL AND DENTAL SERVICES PAID FOR BY "FOLLOW THROUGH" FUNDS.

"FOLLOW THROUGH" PROVIDES SOCIAL WORKERS AND PSYCHOLOGISTS WHO ARE OF SERVICE TO "FOLLOW THROUGH" CHILDREN AND THEIR FAMILIES.

"FOLLOW THROUGH" CLASSROOMS HAVE MORE ADULTS WORKING TO GIVE INDIVIDUAL ATTENTION TO EACH CHILD, HELPING HIM LEARN MORE QUICKLY AND FEEL GOOD ABOUT HIMSELF

IN ADDITION:

MANY "FOLLOW THROUGH" CHILDREN REGULARLY RECIEVE LUNCHES AND SNACKS WHILE AT SCHOOL.

"FOLLOW THROUGH" OFTEN GIVES CHILDREN OPPORTUNITIES TO WORK WITH EXTRA MATERIALS...TO GO PLACES AND DO THINGS THAT CHILDREN IN OTHER CLASSROOMS MIGHT NOT DO.

PEOPLE IN THE "FOLLOW THROUGH" PROGRAMS ARE TRYING TO HELP PROVIDE CHILDREN WITH THE THINGS THEY NEED TO LEARN...TO GROW...TO BE SUCCESSFUL.

PARENTS MUST HELP TOO.

"FOLLOW THROUGH" HELPS PARENTS AND TEACHERS GROW AND DEVELOP THEIR SKILLS IN WORKING WITH CHILDREN AND OTHER ADULTS.

"FOLLOW THROUGH" WANTS YOU, THE PARENT, TO KNOW WHAT YOUR CHILD IS DOING IN SCHOOL...TO ENJOY PARENT ACTIVITIES CHOSEN BY PARENTS...TO BE INVOLVED!

HERE IS ALL YOU HAVE TO DO . . .

Here are telephone numbers of people who would like to share these activities with you...

IF YOU LIVE IN JACKSONVILLE

"FOLLOW-THROUGH" PARENT COORDINATOR - 633-5740

IF YOU LIVE IN FT. WALTON BEACH

"FOLLOW-THROUGH" COMMUNITY WORKER - 244-2161

IF YOU LIVE IN MIAMI

"FOLLOW-THROUGH PARENT COORDINATOR - 836-0300

IF YOU LIVE IN TAMPA

"FOLLOW-THROUGH" COMMUNITY WORKER - 932-6409

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